ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002700	N.A.	2230

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Stover, Robert E. and Tear, Daniel G.

5. TITLE OF DOCUMENT ABSTRACTED: Evaluation of Two Kinescopes

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Pennsylvania State College
ST.
CITY, STATE Philadelphia, Pa.
TELE. EXT
INST/LOC CODE

9. PUBLISHER OR SOURCE
Pennsylvania State College
Philadelphia, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	10/53	23

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)
audiovisual aids
teaching aids
learning
measurement
kinescopes
effectiveness

17. ABSTRACT (MAX. 250 WORDS)

Research was conducted to determine the effectiveness of kinescopes over conventional training films for training and to determine to what extent the characteristics of a good film had been incorportated in the kinescopes. This information was important to the further use of a series of television programs that had been telecast to the Naval Reserve and that were recorded on film.

A panel of 12 Naval Reserve Officers rated two kinescopes by using a rating form, and they determined the effectiveness of each part of each film in communicating information by using a film analyzer.

The two kinescopes were rated to be at least as effective in the communication of information as the average training films that had been studied. The panel of officers gave each of the kinescopes a rated score above the mean rated score of the conventional films which had been studied. Ratings of learning from individual sequences showed that the two kinescopes were effective in that respect. It was recommended that kinescope recordings be used as training films.

The research was limited by the fact that it was conducted in a brief time period using rapid evaluation techniques that might not have been as reliable as techniques usually employed in similar circumstances.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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TECHNICAL REPORT - SPECDEVCEN 269-7-38

EVALUATION OF TWO KINESCOPES

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SPECDEVCEN Project 20-E-4
Contract N6onr-269

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12 October 1953

For the Special Devices Center:

Harry Sosnoski

Harry Sosnoski, Captain, USN
Commanding Officer and Director

Instructional Film Project
Distribution List

ED002700

SPECIAL DEVICES CENTER
OFFICE OF NAVAL RESEARCH
HUMAN ENGINEERING DEPARTMENT

Introduction:

This research was conducted in a limited period of time using rapid evaluation techniques that may not be as reliable as the techniques usually employed. While this type of evaluation meets the need for rapid appraisal we cannot accept the findings with as much certainty of correctness as a controlled research study would permit.

Problem:

A series of television programs telecast to the Naval Reserve was recorded on film. In planning for further use of these films (kinescopes), it became important to know whether they were as effective for training as conventional training films. This research was conducted to give a rough indication of their effectiveness in comparison with standard films, and to what extent the characteristics of a good film had been incorporated in them.

Results:

1. The two kinescopes were rated to be at least as effective in the communication of information as the average training films that had been studied.

2. A panel of officers trained to evaluate films gave each of the two kinescopes a rated score which was above the mean rated score of the conventional films which had been studied.

3. Ratings of learning from individual sequences showed that the two kinescopes were effective in this respect.

Recommendation:

Kinescope recordings should be used as training films.

Project Engineer

Head, Research Branch

Head, Psychological Research
and Development Division

THE EVALUATION OF TWO KINESCOPES

by

Robert E. Stover and Daniel G. Tear

The Instructional Film Research Program
The Pennsylvania State College

INTRODUCTION

In June 1952 the Instructional Film Research Program was requested by Special Devices Center to evaluate two kinescope recordings of television programs, Survival at Sea and Manila and Wire Rope, as training media relative to conventional training films.

Methods of Evaluation

In order that some basis for an objective evaluation could be obtained, a meeting was arranged for a panel of trained experts to evaluate these kinescopes on a special rating form which is being developed by the Instructional Film Research Program (Film Analysis Form C).

This panel consists of 25 Naval Reserve Officers of Naval Reserve Research Company 4-4 of The Pennsylvania State College. These reserve officers are faculty members from various departments who have been undergoing training in the rating of instructional motion pictures since October 15, 1951. The training has been conducted by the Instructional Film Research Program and has covered a comprehensive range of objective criteria for rating films. The training has been based only upon those criteria which have been experimentally shown to contribute to the teaching effectiveness of instructional films.

Accompanying the training of this panel was the development of a rating form. In its present state of development the form consists of 41 criteria upon which a film is rated. Although this film analysis form is not yet final, it has been found to have a reliability of +.77 and a validity coefficient of +.60 in the hands of this trained panel for a limited group of films.[1]

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[1] Film Analysis Form C is included in the Appendix. It is undergoing revision and should be used with caution in its present state of development.

The two kinescope recordings were accordingly shown to this panel, twelve members of which were present, and their ratings were collected on the Instructional Film Research Program's Film Analysis Form C. Inasmuch as these were not the usual kind of training films, any comments that the judges wished to make were also collected.

In addition, a second analysis was made of the two kinescopes to determine which sections were most effective and which were least effective in communicating information. Using the Film Analyzer (see Technical Report SDC 269-7-15), a technique similar to that developed by Twyford (see Technical Report SDC 269-7-23) gave ratings of the relative teaching effectiveness of each part of the kinescope. The fifteen members of the reserve group that were present for this phase of the study were asked to assume the role of an "average boot" which, they decided by group discussion, could be characterized as a person of "average intelligence" who was "willing to learn." Assuming this role, they judged if the scene they were viewing had (1) maximum, (2) somewhat less than maximum, (3) average, (4) little but some, (5) no effect on learning.

A continuous record was made by the Film Analyzer of the judgments of each of the 15 members of the group. The polygraph records were analyzed and compiled into the tables given below.

RESULTS

Results of Evaluation Using the Film Analysis Form

The overall impression that these kinescopes made on the judges was very good. This was confirmed by the mean total rating scores which were 189.75 for Manila and Wire Rope and 188.75 for Survival at Sea. The total possible score for a film is 246. These present scores compare very well with the rating scores of other training films. Since the evaluation form is not finalized, the sampling of films upon which scores have been obtained is necessarily too small for percentile norms to have been established. The scores for these two kinescopes, however, are above the mean of those films which have been rated thus far. The mean score of all training films which have been rated on this form is 181.25.

The ratings on particular criteria of the analysis form point up specific strengths, and also three areas where improvement is considered possible in these kinescopes. Both were rated as being very clear in their objectives and manner of approach.

Both kinescopes were also given high ratings as to their content being up-to-date. The panel felt this to be a particular advantage of kinescopes as compared to regular training films. The rate of presentation of material was judged to be very well suited to the nature of the material and the verbal difficulty of the commentary was deemed appropriate to the age and educational level of the target audience.

One point on which both kinescopes might be improved relates to criterion 12, "Is the material or task shown as the individual would perceive it in a life situation or during an actual performance?" The full potentialities of kinescopes might be better realized if the action and events were presented from the viewpoint of a trainee in an actual performance situation. The judges also rated both kinescopes fairly low on criterion 13, which refers to previous knowledge of the target audience. They thought that both kinescopes could perhaps have made more use of events related to the previous experience of the target audience. The third point noted for possible improvement was criterion 14, "Is the treatment made as personal as possible?". The panel felt that the kinescope did not seem to produce maximum involvement of the viewers by making the treatment as personal as it could be.

The judges rated the kinescopes quite high on the other 38 criteri... There are, of course, many differences between the two on specific criteria. This is to be expected since they are on entirely different subjects. Any one type of treatment will vary in effectiveness of presentation as it is used with different subject matter.

One of these differences was on criterion 15 which applies to repetition of the important content. Manila and Wire Rope was rated higher on this point, and also on criterion 17, which refers to sound effects being perceived as authentic and realistic. On criterion 19, Manila and Wire Rope was again the higher of the two, relative to the details of the information or demonstration being clearly emphasized by the commentary.

On criterion 32, however, Survival at Sea received the higher rating. This criterion pertains to the impression of realism given by the pictorial presentation. The judges also rated Survival at Sea higher on criterion 39 as being more suited to effective treatment by the kinescope medium. Of the two, Manila and Wire Rope was rated lower on criterion 40 as being more feasible and economical to present by some other means.

The analysis of the written comments and the discussion of the kinescopes by the judges brought out the following points. In Survival at Sea the panel was quite impressed by the sincerity of the presentation. They felt that the realism and lack of smoothness in presentation would be very favorable in getting the target audience to accept the kinescope as giving them the actual up-to-date facts with no attempt at staging or faking. They thought that the use of the introduction by the captain added very little to the effectiveness of the kinescope and felt that if scenes of abandoning ship were to be used, they should be made more realistic. It was considered that the best use of this kinescope in its present form would be motivational rather than strictly informational. If the kinescope were to be used strictly for information, the panel agreed that more items in the survival kit should have been shown and demonstrated.

In Manila and Wire Rope, the panel was of the opinion that this particular subject matter might perhaps be more feasibly and economically taught by a live instructor with small groups. They were well aware, however, that the pressure of time or other exigencies might well require the instruction of large groups by films or kinescope recordings. In this case, they then thought there should be shipboard scenes illustrating the actual uses and practices which are to be taught. The judges were very favorably impressed by the repetition and review which were used here. They felt, however, that the historical scenes were of doubtful value.

Despite these several possible improvements, the judges felt that the two kinescopes in their present form would be quite effective as training instruments. As was mentioned earlier, the judges mean ratings of these kinescopes were slightly above the mean ratings of a number of training films which had been analyzed previously.

Results of Evaluation Using the Film Analyzer

In an effort to get some measures of the strong and weak points of the two kinescopes from a teaching standpoint, the Film Analyzer was used. The members of the panel rated each kinescope as it was being projected in terms of the amount of learning they judged would occur. The panel rated on a five category scale: (1) maximum learning, (2) somewhat less than maximum, (3) average learning, (4) little but some learning, (5) no effect on learning.

The results of this analysis are presented in Tables 1 and 2. These tables are arranged as follows: Column 1 indicates the time elapsing during which the rating in Column 2 was obtained. A "max" rating was given if eight of the 15 judges indicated that the "average boot" would learn as described in categories 1 and 2. If eight of the 15 judged categories 4 or 5 as appropriate, a "min" rating was given. If eight raters chose neither a combination of categories 1 and 2, nor 4 and 5, the group rating was considered "ave." All 15 raters indicated their ratings at all times during the showings of the kinescopes. The figures in Column 3 are the ratios of the average number of group members rating the learning effectiveness in low categories 4 and 5 to the average number rating in high categories 1 and 2 during any "max," "ave," or "min" trend. The number in each category was observed every 10 seconds. The fourth column is a description of the action taking place during each time interval.

Some of the observed results of this aspect of the study may be interpreted as follows. The part of the kinescope, Survival at Sea, which was most effective (2/9.7, 2/9.8, 1/10.5) was the Chief's demonstration of the life jackets. However, the portion of the same demonstration where life raft equipment was being displayed was voted by most of the raters as having little teaching effectiveness (11/.66). The introduction by the Captain received a low rating (11.3/.45), as did the testimonial (9.6/2.1). Two hundred ten seconds were rated as "max" and 424 seconds as "min" for the total running time of the kinescope (1544 seconds), with the remainder, of course, being average.

Manila and Wire Rope tended to receive more "ave" ratings; 150 seconds were rated as "max," while 306 seconds received a "min" rating. The "max" ratings were obtained for the explanation and description of a fathom and the title card demonstrations of the rules for handling line. "Min" ratings were given to the introductory film and talk as well as to the repetition of that film. Generally the number rating in categories 1 and 2, and in 4 and 5 was less than in Survival at Sea.

In both kinescopes, many of the "min" spans were continuity sequences needed to make the action meaningful. It must be remembered that only one aspect was being considered here; that is, "If I were an 'average boot', would I be learning at this point of the kinescope?" Thus, learning was taking place when "ave" ratings occurred as well as when "max" ratings were given. We may say, therefore, that 75% of Survival at Sea and 81% of Manila and Wire Rope was effective in communicating information and that some of the remainder which received "min" ratings was necessary for continuity.

TABLE I

SURVIVAL AT SEA

1 Time Span (Seconds)	2 Group Ratings	3 Ave No. Votes In Lo & Hi Categ.	4 Event
0-110	Min.	11.3/.45	Captain's talk, Introduction by speaker
120-180	Ave.	6.7/2.7	Begin talk
190-210	Min.	9.6/.33	Introduction of chief
220-230	Ave.	4.5/4.5	First words by chief
240-290	Max.	2/9.5	Begin demonstration by chief
300	Ave.	3/7	Demonstration by chief
310	Max.	3/8	of the kinds of life jackets
320	Ave.	2/7	how to put them on, how
330-350	Max.	2/9.7	to inflate them
360-370	Ave.	4.3/6.3	
380-430	Max.	2/9.8	
440-450	Ave.	3/6.5	
460-490	Max.	1/10.5	
500	Ave.	5/4	Demonstration of immersion suit
510	Min.	10/2	End of first part of talk
520-540	Ave.	6.3/2.3	
550	Min.	9/1	Begin demonstration of life raft
560	Ave.	6/3	Demonstration of life raft
570-590	Min.	11/.66	Demonstration of life raft equipment
600-660	Ave.	2.7/4.6	
670	Max.	1/8	Demonstration of water distiller
680-770	Ave.	4.8/3.8	Resume demonstration of other life raft equipment
780	Min.	13/0	End of demonstration of equipment
790	Ave.	7/3	Overall view of life raft, review
800-830	Min.	11.6/1	Preparation and setting off of flare
840-860	Ave.	6.3/1	Film and introduction to Part II
870-880	Min.	9/1.5	"Part II" card
890-930	Ave.	4.6/4.6	Film of men going over side
940	Min.	8/4	"Part III" card
950	Ave.	5/5	Beginning of film of men jumping into fire
960-980	Max.	2.3/8.7	Swimming in burning oil
990	Ave.	5/5	Under water explosion

TABLE I (Con't)

SURVIVAL AT SEA

1 Time Span (Seconds)	2 Group Ratings	3 Ave No. Votes In Lo & Hi Categ.	4 Event
1000	Max.	2/8	Swimming on back to protect self from under water explosion
1010-1030	Ave.	2/6	Fastening life rafts together
1040-1050	Max.	2.5/8	Getting wounded on life raft and how to swim in rough sea
1060-1110	Ave.	4.3/4.8	Review
1120-1250	Min.	9.6/2.1	Testimonial
1260-1480	Ave.	*	Review
1490-1544	Min.	*	Captain's final remarks

* Due to mechanical difficulty with the polygraph recorder only trends could be determined from 1260" - 1544".

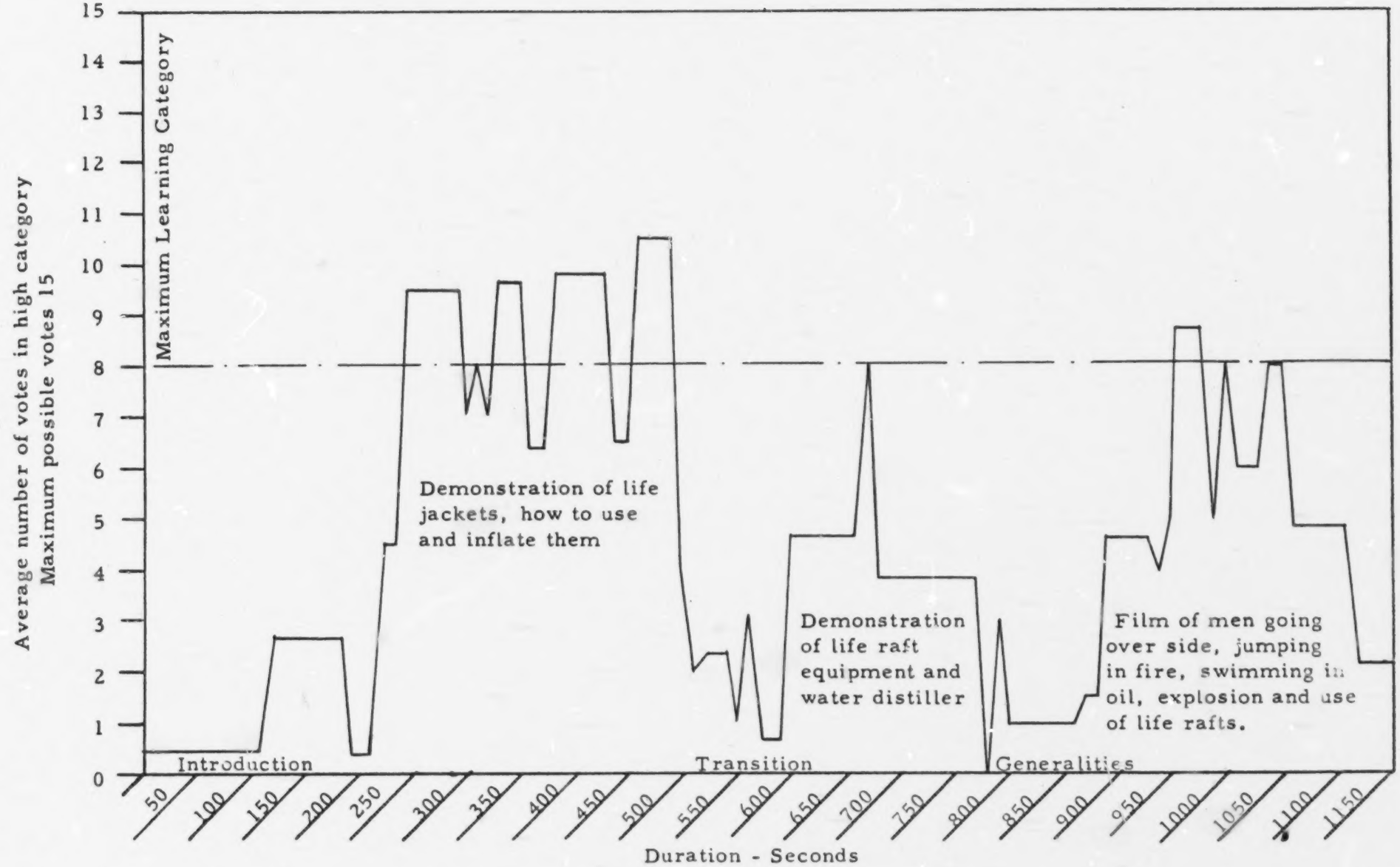
Average number of votes in high category
Maximum possible votes 15
Maximum Learning Category
Demonstration of life jackets, how to use and inflate them
Demonstration of life raft equipment and water distiller
Film of men going over side, jumping in fire, swimming in oil, explosion and use of life rafts.
Introduction
Transition
Generalities
Duration - Seconds

Figure 1 Profile of Kinescope "Survival at Sea"

TABLE 2

MANILA AND WIRE ROPE

1	2	3	4
Time Span (Seconds)	Group Ratings	Ave No. Votes In Lo & Hi Categ.	Event
0-150	Min.	11.4/0.4	Introduction film and talk
160-260	Ave.	2.5/1.8	Definition of Cordage, etc.
270	Max.	1/8	Right and left laid rope
280-290	Ave.	4/5.5	"Small stuff"
300-310	Max.	1/8	No. of thread x no. of strand = no. of the line
320-380	Ave.	6.7/2.9	Film on of uses of rope
390-410	Min.	9.1/2.6	Continue film
420-540	Ave.	3.9/4.2	Demonstration of sisal, hemp, flax, etc.
550-570	Max.	4.3/8	Rope is measured in fathoms
580	Ave.	2/7	How fathom was derived
590	Max.	3/8	Fathom = 6'
600-610	Ave.	5/4	Measure rope by circumference
620	Max.	1/8	Continued
630	Ave.	4/6	Title cards with rules for handling line
640-680	Max.	1.8/9	Continued
690	Ave.	5/7	Inspect lines
700-710	Min.	9/2	Treat standing rigging, Intro. to wire rope
720-770	Ave.	3.3/4.3	Wire rope
780	Min.	8/1	Splicing
790-900	Ave.	2.7/2.2	Make up of wire rope, galvanize, etc.
910	Max.	1/8	Difference between 6 x 24 and 6 x 12
920-940	Ave.	2.3/2.3	Measure size across diameter
950-960	Min.	8/0.5	Introduction to use of wire rope
970-1060	Ave.	5.5/2.3	Film on use of wire rope; slides on maintenance of wire rope
1070-1080	Min.	8.5/1.5	Introduction of Coast Guardsman
1090-1170	Ave.	3.4/3.3	How to uncoil a rope, to treat ends of rope
1180	Min.	8/2	Continue talk on treatment of end
1190-1320	Ave.	3.6/3.7	Continued demonstration
1330-1340	Max.	0/8.5	Demonstration of faked down coil
1350-1420	Ave.	4.1/3.1	Faked down unevenly
1430-1490	Min.	12.3/0.3	Saying "good-bye" to Coast Guardsman and repeat film. Uncoiling wire rope
1500-1520	Ave.	3.6/5.6	Review
1530-1560	Max.	3.3/8.6	Review of how to measure film and wire rope
1570-1600	Ave.	4.6/4.3	Review of how not to treat rope
1610-1626	Min.	9/2.5	Lecturer's "sign off"

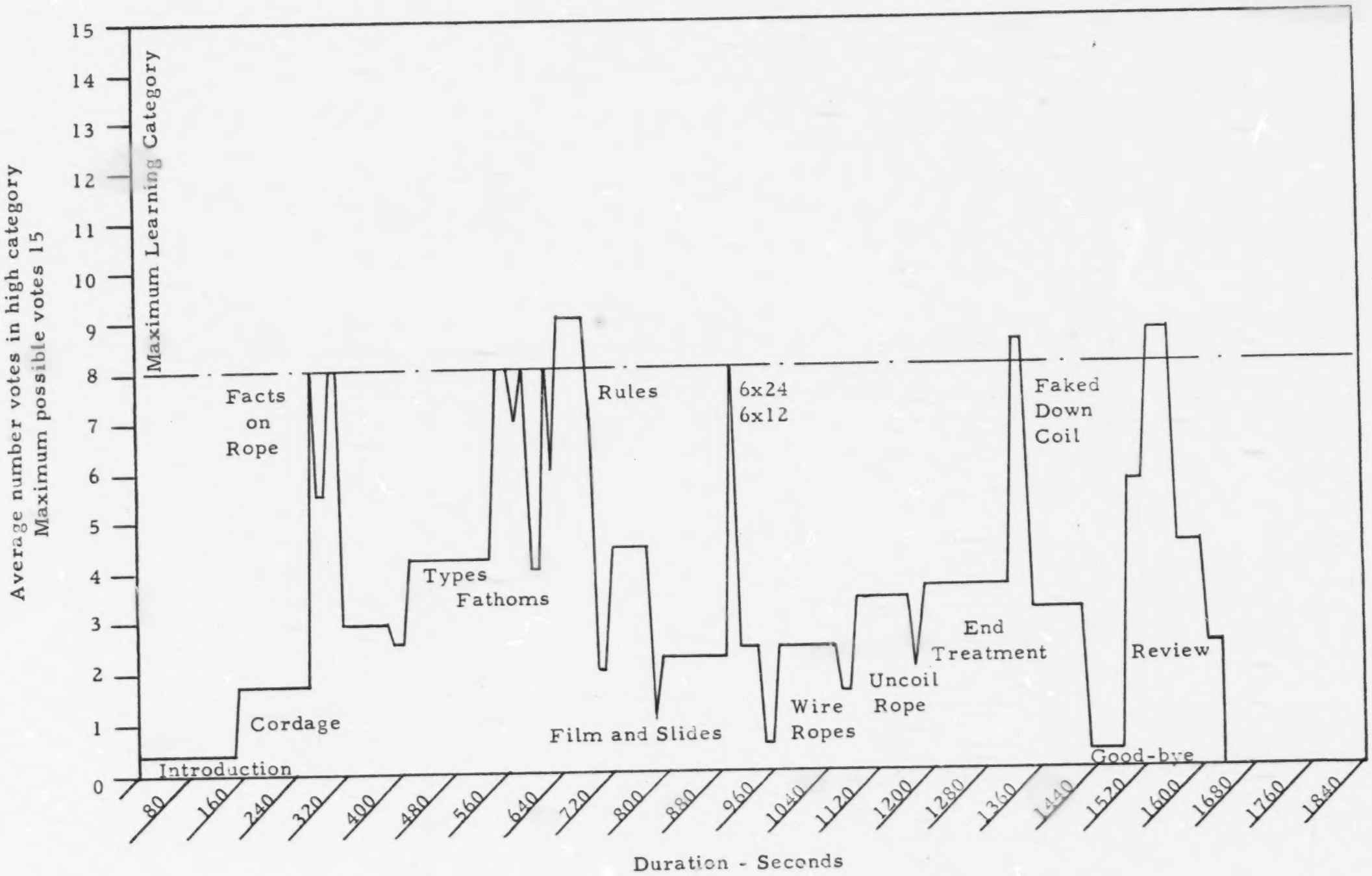

Figure 2 Profile of Kinescope "Manila and Wire Rope"

SUMMARY AND CONCLUSIONS

Fifteen Naval Reserve Officers of the Volunteer Naval Reserve Research Company 4-4 of The Pennsylvania State College took part in a program to determine the value of two kinescopes as training media relative to conventional training films. Employing a rating form now being developed by the Instructional Film Research Program, a panel of 12 of these officers gave each of the two kinescopes a rated score which is above the mean rated score of the conventional films which they have considered.

A further analysis was made to determine the effectiveness of each part of the film in communicating information. With the use of the Film Analyzer it was determined that most of the two kinescopes were effective in this respect.

It may be concluded from this investigation, within the limitations of the methods used, that the two kinescopes under consideration were at least as effective in the communication of information as the average of the training films that have been studied by the Instructional Film Research Program.

APPENDIX

Film Analysis Form C

Note: This form is not ready for practical field use as it now stands. It is currently being revised, and it is expected that a number of the questions will be modified or deleted.

Instructional Film Research Program

Film Analysis Form C

Title of film: Total Score _____

Evaluator: Date:

In what capacity do you believe you are best qualified to assess this film? (Place a check beside one of the following alternatives. If qualified in more than one respect, number your choices to indicate the relative order or qualification.)

_____ As a subject matter expert.

_____ As an expert in instructional film techniques.

_____ As an instructor or potential user of the film.

_____ As a student or potential member of the target audience.

INSTRUCTIONS

This form has been designed to help you to be objective in estimating the instructional value of the film you have just seen. Please read each item carefully and be as objective as possible in making your rating. The six numbers following each criterion represent a scale or continuum. The extremes of each scale have been identified to aid you in making this choice. Circle the number which represents your best judgment of the degree to which the film satisfies each criterion.

There may be some items on which you may not feel qualified to make a judgment. Please indicate on the scale to the left of each item how well qualified you feel you are to make a judgment about that item. On this scale the numbers have the following meanings:

0 - I do not feel qualified to make a judgment concerning this characteristic of the film.

1 - I feel reasonably well qualified to make such a judgment.

2 - I feel very well qualified to make such a judgment.

PLEASE DO NOT OMIT ANY ITEMS - RATE THE FILM ON EACH CHARACTERISTIC.

0-1-2 1. Are the objectives of the film stated or made explicit?

Objectives are very ambiguous — Objectives are very clear

1 2 3 4 5 6

0-1-2 2. Is the identity of the target audience made clear?

Target audience is very poorly defined — Target audience is very clearly defined

q

1 2 3 4 5 6

0-1-2 3. Is the film designed for a target audience with a relatively narrow range of abilities? (e.g., a specific age group, educational level, or stage in training?

Designed for broad heterogeneous group — Designed for specific homogeneous group

1 2 3 4 5 6

0-1-2 4. Does the content relate directly to the main objectives of the film?

Unrelated — Clearly related

1 2 3 4 5 6

0-1-2 5. Is the difficulty of the subject matter appropriate considering the characteristics of the target audience? (e.g., age, educational level, intelligence, etc.)

Very inappropriate: either too difficult or too easy — Very appropriate: neither too difficult nor too easy

1 2 3 4 5 6

0-1-2 6. Is the treatment (story form, exposition, animation, live action, etc.) appropriate to the subject matter?

Treatment is very inappropriate — Treatment is very appropriate

1 2 3 4 5 6

0-1-2 7. Are new ideas, concepts, or procedures introduced at a rate which will permit or facilitate learning by the target audience?

Poor rate of development: either too fast or too slow — Effective rate of development: neither too fast nor too slow

1 2 3 4 5 6

0-1-2 8. Is the information presented technically accurate?

Contains many errors — Contains no errors

1 2 3 4 5 6

0-1-2 9. What is the relative importance of the inaccuracies in the film? (If there are no inaccuracies noted, they are logically of little or no importance.)

Of crucial importance — Of little or no importance

1 2 3 4 5 6

0-1-2 10. Would the target audience get an impression of accuracy?

The film gives an impression of falseness — The film gives an impression of absolute correctness

1 2 3 4 5 6

0-1-2 11. Is the content of the film up-to-date?

Entirely out-of-date — Entirely up-to-date

1 2 3 4 5 6

0-1-2 12. Is the material or task shown as the individual would perceive it in a life situation or during an actual performance?

Never shows material from trainee's point of view					Always shows material from trainee's point of view
1	2	3	4	5	6

0-1-2 13. Does the film relate to and utilize previous knowledge, skills, and experiences of the target audience?

No relation to and use of previous knowledge and training					Integrates film content and previous experience very effectively
1	2	3	4	5	6

0-1-2 14. Is the treatment made as personal as possible? (i.e., does it produce maximum "involvement" of the viewer in the film situation?)

The treatment is completely divorced from the individual viewer					The treatment is highly personalized
1	2	3	4	5	6

0-1-2 15. Does the film provide for adequate repetition of the important content? (e.g., repetition with variation, exact repetition, summaries, outlines, etc.)

Repetition is never used or is used excessively					Repetition is used effectively where appropriate
1	2	3	4	5	6

0-1-2 16. Does the kind of film employed (color or black and white) effectively show the essential details of the subject matter? (i.e., are crucial learning cues clearly emphasized by the type of film used?)

a. If the film is in black and white, rate on this scale:

Black and white is ineffective; color would be much more appropriate					Black and white is appropriate; shows crucial learning cues very clearly
1	2	3	4	5	6

b. If this film is in color, rate on this scale:

Color is unnecessary; black and white would be equally effective					Color is used to good advantage; shows crucial learning cues very clearly
1	2	3	4	5	6

0-1-2 17. Are sound effects perceived as authentic and realistic?

Very artificial					Very realistic
1	2	3	4	5	6

0-1-2 18. Does the film effectively employ the potential characteristics of the motion picture? (e.g., does it take full advantage of its potential to portray motion?)

Motion is used ineffectively or not at all					Motion is used very effectively
1	2	3	4	5	6

0-1-2 19. Are the details of the information or demonstration clearly emphasized by the commentary?

Commentary is very obscure or confusing					Commentary is very clear
1	2	3	4	5	6

0-1-2 20. Is the verbal difficulty of the commentary appropriate to the age and educational level of the target audience?

Very inappropriate: either too difficult or too easy					Very appropriate: neither too difficult nor too easy
1	2	3	4	5	6

0-1-2 21. Is new terminology introduced at an appropriate rate?

Introduced much too rapidly or much too slowly					Introduced at a very effective rate
1	2	3	4	5	6

0-1-2 22. Is new terminology given adequate explanation and repetition?

Very inadequate					Very adequate
1	2	3	4	5	6

0-1-2 23. Does the film employ techniques to motivate the viewer to learn the material? (e.g., inserted questions, audience participation, relating of content to viewer by showing implications and usefulness.)

Film supplies no motivation					Film provides strong motivation
1	2	3	4	5	6

0-1-2 24. Did the film attract and hold <u>your</u> interest?

Found it dull and boring					Found it very interesting
1	2	3	4	5	6

0-1-2 25. Will the film attract and hold the interest of the <u>target audience</u>?

Will find it dull and boring					Will find it very interesting
1	2	3	4	5	6

0-1-2 26. Is the difficulty of the pictorial presentation appropriate considering the characteristics of the target audience? (e.g., age, educational level, intelligence, etc.)

Very inappropriate: either too difficult or too easy — Very appropriate: neither too difficult nor too easy

1 2 3 4 5 6

0-1-2 27. Is the information presented pictorially well integrated with that presented in the commentary?

There is little or no integration — Commentary and picture are closely integrated

1 2 3 4 5 6

0-1-2 28. Is the content presented in an organized, systematic pattern?

Confused and disorganized — Very well organized

1 2 3 4 5 6

0-1-2 29. Does this organization of the content contribute to the film's effectiveness?

Greatly impedes learning — Greatly facilitates learning

1 2 3 4 5 6

0-1-2 30. Is the film content specific, i.e., does the film deal with precise factual material rather than broad abstract generalizations?

Very general — Very specific

1 2 3 4 5 6

0-1-2 31. Are the important ideas or procedures clearly emphasized?

Main points are very vague — Principal points stand out clearly

1 2 3 4 5 6

0-1-2 32. Does the pictorial presentation give an impression of realism?

Very artificial					Very realistic
1	2	3	4	5	6

0-1-2 33. Is there a strong likelihood that the content of the film will be consistent and compatible with the previous experience or knowledge of the target audience?

Very inconsistent					Highly consistent
1	2	3	4	5	6

0-1-2 34. Is it highly probable that the information or procedures presented in the film will be confirmed by subsequent experience?

No confirmation is possible					Definite confirmation is likely
1	2	3	4	5	6

0-1-2 35. Is it highly probable that the target audience will be able to use or apply the information or procedures presented by the film?

None of the content is likely to be useful					All of the content is likely to be useful
1	2	3	4	5	6

0-1-2 36. Are the details of the information or demonstration clearly presented pictorially? (Camera angles, lighting, time on screen, etc.)

Presentation is obscure or confusing					Presentation is very clear
1	2	3	4	5	6

0-1-2 37. Does the film clearly show common errors which might be made by the target audience and how such errors could be avoided?

Does not show possible errors					Points out all errors and shows how to avoid them
1	2	3	4	5	6

0-1-2 38. Is the length of the film adequate considering the number and difficulty of the ideas, concepts, or skills to be taught?

The film is either too short or too long — The length of the film is just right

1 2 3 4 5 6

0-1-2 39. Could the subject matter be treated more effectively through some other medium? (e.g., lecture, demonstration, slide film, textbook, television)

A motion picture is much less effective than other means of presenting the subject matter — A motion picture is much more effective than other means of presenting the subject matter

1 2 3 4 5 6

0-1-2 40. Could the subject matter be taught as effectively but more feasibly or economically by some other means?

A motion picture is the least feasible means of presenting the subject matter — A motion picture is the most feasible form of presenting the subject matter

1 2 3 4 5 6

0-1-2 41. Did you like this film?

Not at all — Very much

1 2 3 4 5 6

0-1-2 42. What would you estimate the effectiveness of this film to be?

a. If the film is of an information type, what percentage of the [illegible] information contained in the film would be learned by the target audience from a single showing? _____%

b. If the film is of a perceptual-motor type, what percentage of the target audience would be able to perform the task after a single showing? _____%